



WE DISCOVER, WE GROW

Girlguiding

Out and About

Trainer's toolkit

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Introduction

One of Girlguiding's priorities is to offer adventure to girls as an integral part of the programme for all of the sections. One of the ways that Leaders can include adventure is by encouraging the unit to get out and about. This can range from a trip to the park, a trip to see a local pantomime, to a night hike. Whatever is chosen, similar issues arise with regard to planning, equipment, forms, safety and so on, and it is important that all Leaders and adult helpers understand the issues, and take time to consider them carefully.

This toolkit provides Trainers with the necessary key messages and supporting information to deliver sessions which will help volunteers in Girlguiding build up their knowledge and their confidence, thereby offering more activities away from the meeting place. Leaders in Training undertaking their Leadership Qualification will find this useful in connection with Module 1 part 3. Leaders who wish to gain further walking skills and experience should ask their Walking or Outdoor Activities Adviser about the Girlguiding Walking Scheme (order code 6563 and available to purchase and download from www.girlguidingshop.co.uk), and visit the Girlguiding website: www.girlguiding.org.uk > Members' area > Building your skills > Outdoor activities > Walking Scheme.

This toolkit also provides a sample session plan, based around a two-hour session, which could be delivered at a training event such as a County day, or as a stand-alone session, perhaps in an evening. The material can be adjusted to suit other session lengths, but the key messages should always be delivered. A number of activities and scenarios are provided, but the Trainer may well find her own that are more appropriate to the group.

Key messages

The key messages that should be delivered as a part of an out and about session are given below, and are highlighted in the sample training plan (see page 4):

1. Challenge and Adventure is one of the areas of Good Guiding Is... (www.girlguiding.org.uk > Members' area > Running your unit > Programme > Resource for good guiding) and going out and about offers the girls opportunities to fulfil this.
2. The online *Guiding Manual* (www.girlguiding.org.uk/guidingmanual) and A to Z of Activities give all the guidance needed to ensure that Leaders can take their girls and young women out and about safely and with confidence.
3. Girls should participate fully in all decisions, including all aspects of going out and about.

Aim and objectives of this toolkit

Below are the aim and objectives that should be considered by those using this toolkit to plan a session.

Aim

To encourage Leaders to promote adventure by taking girls out and about and away from the meeting place safely.

Objectives

By the end of the session, the participants will:

1. have identified a range of adventures away from the meeting place suitable for girls and young women of all ages
2. be able to apply the stages of the planning process when taking girls out and about
3. have tried activities that could be used away from the meeting place and assessed their suitability
4. know how to take units out of the meeting place safely. This will include:
 - planning the activity
 - forms required
 - ratios needed
 - group management
 - equipment
 - risk assessments
 - emergency arrangements
 - training needs.

How to use this toolkit

This section offers help for less experienced Trainers in the practical details concerned with using this toolkit. It is for guidance only and experienced Trainers may be happy to define their own sessions.

Practical arrangements

At the beginning of each session, ensure that all participants are aware of fire procedures and regulations at the venue. They also need to know about the location of toilets and the facilities and times for drinks and meal breaks.

Icebreakers (see page 7)

An icebreaker should be used at the start of a session to enable participants to get to know each other and help them to feel comfortable. Name badges may also be helpful. Participants can explain their guiding roles. The icebreakers can be used as energisers throughout a training session and may help with the more theoretical sessions. They can be used to revitalise the participants, or focus their minds on to a new topic.

Training methods

The training methods you choose to use will depend upon the course participants. For example, when you come to discuss the scenarios (page 9), the participants may prefer to split into sectional groups and consider a scenario that is appropriate for the age group, or have a mixture of Leaders in each group. If numbers are low, participants could work in pairs. Groups/pairs may wish to consider more than one scenario. After time to consider their responses, the group should come back together to discuss answers. The checklists and notes can be used and distributed.

Suggested equipment

- Resources from this toolkit
- Digital projector, screen and laptop (if appropriate)
- Flipchart and pens
- Copies of the Participant feedback form (at the end of this toolkit)
- Leaflets from other relevant organisations
- Maps/plans of the local area

Costs

These will include hire of premises, Trainers' expenses, resources, refreshments, administration costs etc.

Sample training plan

Note: This plan includes activities from the sections provided in the toolkit; these are examples only and others from this pack or the Trainer's choice may be used instead.

County	London over the Border	Date	10 June 2014	Section	Several sections
Can members of The Senior Section ie Young Leaders attend?	Yes	Time	7 to 8.30pm (1½ hours)	Expected numbers	12
Copy of information sent to participants seen?	Yes	Break allocated	5 mins halfway through with refreshments provided	Actual numbers	
Title of training session	Out and About				
Facilities available	Unit meeting place, Any Town. Has tables and chairs which can be moved into several arrangements. Enough space to hold up to 20 participants. Kitchen facilities and toilets on site and disabled access.				
Additional needs	Wheelchair access.				
Key person to liaise with	Anne Smith	Email/phone	a.smith123@email.com		
Things that must be covered according to the Training Organiser	If you can highlight the importance of the girls' input in planning and delivering activities that would be great.				
Do I need to evaluate the session or is there a form?	Need to evaluate the session.				
Budget for session	There is a budget of £1 per participant.				

Aim	To encourage Leaders to promote adventure by taking girls out and about and away from the meeting place safely.
Objectives By the end of the session the Leader will:	<ol style="list-style-type: none"> 1. have identified a range of adventures away from the meeting place suitable for girls and young women of all ages 2. be able to apply the stages of the planning process when taking girls out and about 3. know how to take units out of the meeting place safely. This will include: <ul style="list-style-type: none"> ● planning the activity ● forms required ● ratios needed ● group management ● equipment ● risk assessments ● emergency arrangements ● training needs.

Equipment

Training box	Yes	Mobile phone	Yes	Bin bags	Yes
Flipchart	Yes	Flipchart stand	Yes	Drink/food	Yes
Section resource box	No	Music	No	Risk assessment	Yes
First aid kit	Yes	Name tags	Yes	Poster displays	No
Laptop and projector	No	USB stick etc	No	Leadership Qualification	No

Plan

Time	Activity	Training method	Resources needed	Objective number	Comments
5 mins	Introduction and domestic arrangements	Introduction	Flipchart - Aim and objectives		Introduction to Trainer and session objectives - ask if participants have any additional objectives for the session.
10 mins	Outing snap (see page 7)	Icebreaker	Outing snap cards (Appendix 1, page 16) Sweets		Hand out the cards to participants so there are two of each in use. Everyone then circulates and introduces themselves to one another until two cards which are the same meet and the holders say 'snap' and get a sweet each.
5 mins	Group discussion on what activities participants have taken part in away from the meeting place	Facilitated discussion	Flipchart and pens	1	A chance for the participants to share their ideas and activities they have already taken part in or organised.
15 mins	Timeline activity (see page 9)	Small group discussion	Planning cards (Appendix 2, page 17) Flipchart paper Pens	2, 4	The participants place the stages of the planning process along a timeline.
10 mins	Group discussion feedback	Facilitated discussion	Suggested planning process (Appendix 3, page 19) Flipchart paper Pens	2, 4	Groups to share their feedback and thoughts from the timeline activity.

10 mins	Energiser (and refreshment break)	Energiser	None		To get the participants refreshed and engaged with the training session.
15 mins	Scenarios (see page 9)	Small group discussion	Copies of scenarios (Appendix 5, page 22)	2, 4	Organise the participants into groups as appropriate and choose scenarios for the needs of the groups, eg if they are Rainbow Leaders it is sensible to give them a Rainbow related scenario.
10 mins	Group discussion feedback	Facilitated discussion		2, 4	Each group to briefly summarise their scenario and the results of their discussion.
5 mins	Sharing ideas	Facilitated discussion	Flipchart Pens	3	Ask the participants to think about the different activities they could do with their girls outside and/or away from the meeting place and share their ideas with the group.
5 mins	Feedback and closing	Feedback	Flipchart - Aim and objectives Handout Feedback forms	1, 4	Refer back to the aim and objectives on the flipchart. Ask participants to complete the feedback form.
	End of session				

Icebreakers

Speed dating

No equipment.

Purpose

To introduce participants to one another and share ideas.

Playing

The players have to get into pairs and face each other, forming an inner and an outer circle. They introduce themselves and share where they have taken their girls recently. After 30 seconds the instruction is given to move - the inner circle moves one place clockwise and the chat is repeated.

Variations

Music can be played, and the inner circle moves until the music stops.

There could be a different question for each new pair.

Outing snap

Equipment

Two identical sets of cards - one per participant (see Appendix 1, page 16, for suggestions).

Purpose

To introduce participants to each other and to introduce the idea of adventure, that it doesn't have to be a long way away.

You may wish to create your own cards with places which are local to the area where you are training to provide ideas to the participants.

Playing

Use as many of the cards as you need, so that you have two of each card in use. Each participant is given a card and the group circulate, showing their cards, and introducing themselves. When two cards which are the same meet, the two holders say 'snap' and are the winners.

Variations

A second round where pairs circulate and say 'snap' if the two cards are locations in the same city.

Word association

No equipment.

Purpose

To encourage the participants to think about the places they may go out and about, particularly the wacky ones!

Playing

The players sit in a circle and the first player says a place that girls go out to. The next player around the circle says another place but it must start with the last letter of the last player's idea, and so on without repetition. For example: PARK - KNIGHTSBRIDGE - EXHIBITION - NIGHT HIKE.

Variation

This could be played as 'I went on holiday and I took' where the first player names an item, then the second player repeats the first item and then adds her own. Then the third player repeats the first two items and adds her own, and so on.

It's my town

Equipment

Sets of pictures of venues in the location, grouped around local towns.

Purpose

To familiarise participants with what is on offer locally and to form groups.

Playing

The players have to group themselves so that their pictures are all around the same town and work out what that town is. They do this by mingling, and they can help each other.

Variations

Groups can go on to discuss which of the venues they might want to visit with their girls.

Training activities

Timeline

Equipment

- A set of cards (see Appendix 2, page 17) per group of three or four participants.
- A large sheet of paper per group.
- Printouts of Appendix 3 - suggested planning process checklist (page 19, optional).

Purpose

To introduce the main stages of the planning process.

Description

The Trainer first needs to draw an appropriate timeline on each sheet of paper. This will vary from a few weeks for a local event, to several months for an event involving other units and travel arrangements, for example. The participants are asked to place the cards in order along the timeline. They can add more stages or discard some if they wish. It is important to discuss the results and ensure that where tasks can be done in parallel, the participants understand this.

NOTE: Appendix 3 (page 19) contains a suggested flow of activities which you may wish to refer to or use as a handout.

Variations

The timeline can be omitted and the cards just placed in order.

To emphasise youth participation, the participants of this training session could think about who does what task.

My backpack

Equipment

- A backpack with the items suggested in Appendix 4 (page 20) which includes some random items. Or just print out and use the cards in Appendix 4.

Purpose

To introduce participants to what they need to take when they go out and about.

Description

The Trainer removes the items one by one from the backpack, and the group decides whether the item should be taken on an outing and discusses which outings certain items might be needed for.

Variations

- Omit one or more of the items, and ask participants to work out what is left in the backpack.
- Play as Kim's game - put the backpack and all items on the floor, and give participants two minutes to memorise them. Then cover them up and ask them to write down what was there.

Scenarios

This toolkit also includes a set of six scenarios (Appendix 5, page 22) which are concerned with trips the unit might choose, together with incidents that may occur during the scenarios. These scenarios can be used in any way that suits the training session, but the following is a suggestion.

- Copy the scenarios and some or all of the associated incidents.
- Split the participants into groups and give each group a scenario card.
- Give the group time to discuss the scenario and what planning went into it.
- Now give the groups one or more of the incident cards, and ask them to decide how they would deal with the incident.
- Take feedback from each group about the whole task.

It is a good idea to include an energiser after the incident discussions, as they could leave the participants feeling discouraged - or perhaps just ensure they understand that good planning helps everything goes smoothly. It is also important to reassure the participants that the vast majority of trips happen without a problem, but it is important that they are prepared.

Activities and games to take away

The activities in this section are ones which you, as the Trainer, may wish to share with the participants, to give them ideas for going out and about in the local area. It is important that if you ask the participants to try the activities they are able to assess the activity's suitability for the girls. No age range is given for the activities - Leaders should be encouraged to think about how activities can be adapted for differing age ranges, and the planning and preparation time the activities require.

Negotiate

Equipment

- Sets of diamonds (Appendix 7, page 31) or other shapes with choices in them (for example, trip options, local outdoor activities), cut up.

Purpose

To involve all girls in decision making and negotiation.

Playing

The activity is carried out in groups, for example Sixes, Patrols. Each group is given a set of diamonds and they need to order them one to nine, where one is their preferred choice and nine is their least preferred.

Variations

The diamonds can be reassembled into a large diamond.

Trails and hunts

These activities can be used in almost any outdoor venue (and indoors if the weather is poor). This activity is carried out in groups - Sixes, Patrols and so on, which may be accompanied by an adult if needed. Younger girls may need to be accompanied by an adult. Trails can be laid out in advance or as part of the activity by one of the teams. Remember to collect objects from your trail or hunt when you have finished.

Tracking

Equipment

- A set of tracking signs per group.
- Selection of sticks and stones (these can be collected on the way if the terrain is suitable).
- Pen and paper per group.

Purpose

To introduce the girls to a traditional guiding activity, based on a Native American tradition, and hone their observational skills.

Description

The girls are introduced to the tracking signs. One group lays a trail and after an agreed time a second group follows the trail.

Wool trail

Equipment

- A ball of wool per group.
- Scissors.

Purpose

To improve observational skills, with an optional competitive element.

Description

This activity can be played either by Leaders laying trails for groups of girls, or by some groups laying the trail and others following, then swapping over.

Pieces of wool are cut from each ball, and these are attached at intervals, to trees, gates, fences etc in the playing area. The group following has to follow their colour wool (it is fun to have several different colours on similar routes), collecting it as they go, to the finish point.

Variation

If all the wool pieces are of the same length, the groups can be challenged afterwards to create the longest

single piece, by tying them together with reef knots.

Picture trail

Equipment

- A set of pictures (photos or sketches) of landmarks on the route, per group.
- Paper and pencils (for variation below).

Purpose

To show the groups some important features in their area, as well as improve their observational skills.

Description

This activity requires preparation - to photograph and print (or sketch) local landmarks.

Girls need to be in groups - Sixes, Patrols and so on, which may be accompanied by an adult if needed. Each group is told the route, but has to spot all the places pictured on the way, and say where they were. It is a good idea to have some that are only seen when looking back!

Variation

Again, the groups are told the route, but in this case they are told the landmarks and they have to sketch them.

Colour hunt

Equipment

- A paint colour chart per group (these can be printed from DIY stores' websites).
- Pen and paper per group.

Purpose

To help the girls see all the different shades of colour in natural settings.

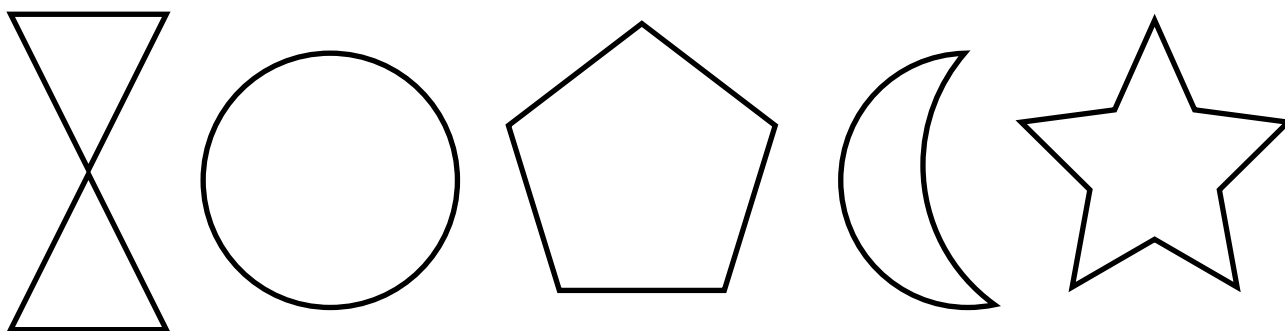
Description

This activity is carried out in groups - Sixes, Patrols and so on, which may be accompanied by an adult if needed. The groups are given a route or area in which they can walk. They have to find something that matches each shade on their chart, and write down what it was.

Shapes trail

Equipment

- A set of shapes per group, for example:



- Pen and paper per group.

Purpose

To improve observational skills.

Description

The groups are given a route or area in which they can walk. They have to find something that matches each shape they were given, and write down what it was.

Scavenger hunt

Equipment

- A list of items to be found per group.

- Pen and paper per group.

Purpose

To challenge the girls to look carefully and to use their imagination.

Description

The groups are given a route or area in which they can walk. They have to find an example of each item on the list. They should be encouraged to be imaginative - for example, if an animal were on the list, a picture taken with a phone or a drawing could be offered.

Variations

- Use a card with verse like this:

Something new, something old,

Something silver, something gold,

Something alive, something dead,

Something blue, something red.

- Use more cryptic clues, for example a picture of the Queen (a stamp or coin).

Leaf hunt

Equipment

- A leaf hunt sheet per group (available from the Woodland Trust: www.naturedetectives.org.uk > Downloads > A to Z index > leaf hunt sheet).

Purpose

To help the girls learn about different trees and leaves.

Description

The groups are given a route or area in which they can walk. They have to find one of each of the leaves on the sheet.

Variations

The Nature Detectives website has lots of other activity sheets, for example a flower hunt sheet.

Odd one out hunt

Equipment

- A number of 'strange' objects that are not natural, for example a soup ladle, a toy car, a baseball cap.
- Pen and paper per group.

Purpose

To help the girls recognise what should be in their surroundings.

Description

This activity is carried out in groups - Sixes, Patrols and so on, which may be accompanied by an adult if needed. The groups are given a route or area in which they can walk. The objects are 'hidden' in the area - hung from trees, concealed in bushes etc. The girls have to find a known number of objects which should not be in that location, and write down what they are.

Games

Some of these games involve water so ensure that the girls are instructed on how to keep safe and that there is adequate supervision.

Sedan chair races

Equipment

Per group:

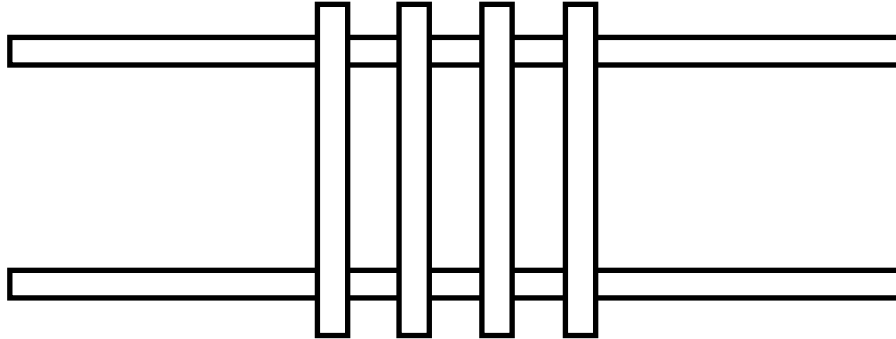
- Two broom handles.
- Four half-broom handles.
- A ball of string.
- A small cushion (optional).

Purpose

A teamwork activity that is a lot of fun!

Description

This activity is carried out in groups - Sixes, Patrols and so on, which may be overseen by an adult or Young Leader if needed. Each group has to make a sedan chair.



Using the broom handles and string, make a chair that is strong enough to support a member of the team (a cushion makes it more comfortable). The rest of the team have to carry someone on the chair using the long handles, and the teams race.

Variation

Include dressing up as Romans.

Pooh sticks

Equipment

- Each player needs to select a stick from the surrounding area, which she can identify as hers.

Purpose

To help the girls plan a strategy!

Description

This activity must be carried out on a wide bridge over a fast-flowing stream, with no risk of traffic! Each player selects the spot where she thinks her stick will move the fastest in the stream, allowing for currents, obstacles etc. On the word 'go' all players drop their sticks into the stream on the upstream side of the bridge. The winner is the first stick to appear at the other side of the bridge.

Variation

This game can be played as a knock-out tournament, or in heats and a final.

Raft making

Equipment

- Lots of lolly sticks or other small sticks.
- Rubber bands.
- Tea lights - one per person or per group.
- Matches.

Purpose

To encourage teamwork and innovation.

Description

This activity must be carried out where there is water - preferably a small, flowing stream. It can be carried out in groups or by individuals. Each group makes a raft using the sticks and rubber bands, and places a tea light on top. The light is lit and the rafts are raced down an agreed course in the stream.

Remember to remove the rafts from the water with a suitable implement after you have finished this activity.

Variation

With older girls you could make a larger raft out of wood and rope.

Parachute games

Equipment

- A parachute.
- Other equipment as necessary, for example balls.

Purpose

For fun and to encourage cooperation.

Description

These games, suitable for all ages, need a large open space, such as a park or a field. They can be played indoors if the weather is not kind.

NOTE Go to <http://resources.woodlands-junior.kent.sch.uk/parachute/> for really good parachute games.

It's A Knockout

Equipment

- Various - but for the games described below:
 - Wellies
 - Buckets, bowls and sponges, and a source of water
 - Balloons
 - Scarves or neckers to tie legs
 - Footballs.

Purpose

To encourage teamwork, and to have fun outside.

Description

It's A Knockout was a TV series some years ago in which the basic principle was that teams competed in 'wacky' challenges. The challenges can be anything you want, but here are some ideas.

- Wellie-wanging - find out who can throw the wellie the furthest.
- Water relay - teams use sponges to move as much water as possible from a bucket to a bowl which are some distance apart.
- Basketball with water-filled balloons.
- Multi-legged race - three-legged race with a difference - tie as many legs as the girls can cope with (better on a softer surface such as grass).
- Penalty shoot-out - girls take it in turns to score a penalty past a Leader (or Young Leader).

NOTE: There are many outdoor activities included in the Brownie and Guide Traditions badges; these could be used and the participants introduced to these badges.

Appendix 1 Suggested cards for outing snap (page 7)

These are suggested cards; you may wish to make your own using places that are local to the area in which you are training.

LONDON - BIG BEN	LONDON - BUCKINGHAM PALACE	LONDON - HYDE PARK	LONDON - SCIENCE MUSEUM
CARDIFF - MILLENNIUM STADIUM	CARDIFF - CITY HALL	CARDIFF - ST DAVID'S SHOPPING CENTRE	CARDIFF - MERMAID QUAY
BIRMINGHAM - MAIL BOX	BIRMINGHAM - SEA LIFE CENTRE	BIRMINGHAM - BULL RING	BIRMINGHAM - JUBILEE SQUARE
LIVERPOOL - ANFIELD	LIVERPOOL - ANGLICAN CATHEDRAL	LIVERPOOL - CATHOLIC CATHEDRAL	LIVERPOOL - DOCKS
SOUTHAMPTON - UNIVERSITY	SOUTHAMPTON - MARITIME MUSEUM	SOUTHAMPTON - MAYFLOWER THEATRE	SOUTHAMPTON - CITY ART GALLERY
YORK - THE MINSTER	YORK - NATIONAL RAILWAY MUSEUM	YORK - THE SHAMBLES	YORK - JORVIK VIKING CENTRE
BELFAST - TITANIC	BELFAST - WATERFRONT	BELFAST - CITY HALL	BELFAST - ST GEORGE'S MARKET
EDINBURGH - ZOO	EDINBURGH - ROYAL BOTANIC GARDENS	EDINBURGH - CASTLE	EDINBURGH - PRINCES STREET

Appendix 2 Planning cards for timeline activity (page 9)

These cards are to be copied, cut up and shuffled so that course participants can put them on a planning timeline.

Ask the girls where they might like to go and what they might like to do.	Discuss the outing with the Leadership Team (and as needed throughout the planning process).	Check the online <i>Guiding Manual</i> for further information on the activity you are planning and required ratios.	If you are planning an overnight event, do you and or the other Leaders have the appropriate residential licence?
Check the online <i>Guiding Manual</i> to see if the activity you are taking part in requires any additional qualifications.	Decide which of the girls' ideas you could run as a unit.	Look up information on transport and venue.	Inform your Commissioner (and keep her updated as necessary).
If necessary, write a budget.	Provisionally book transport and venue.	Discuss the outing with the girls (and as needed throughout the planning process).	Do the girls need any training before the event? This may include basic map-reading skills, activities about the Highway Code and/or Countryside Code.
Discuss the outing with parents (and as needed).	Obtain permission from parents (if the activity is not during normal meeting hours and at the normal meeting place) using the Information and Consent for Event/Activity form which can include a kit list, if needed.	Obtain payment, if needed. Details of this can be included on the Information and Consent for Event/Activity form.	Check the venue before the visit.

Carry out a risk assessment (and review as necessary).

Confirm transport and venue bookings.

Decide who will be the Home Contact and ask if they are happy to take on the role.

Set up a Home Contact system.

Leave a list of participants and Commissioner's details with the Home Contact.

Ensure you have the appropriate equipment needed for the event, including a first aid kit and the girls' emergency contact details from Go!

Identify first aid kit requirements.

Activity/event takes place.

Inform Home Contact and Commissioner of safe return.

Evaluate the activity:

- Did the girls enjoy the activity?
- How could it have been better?
- What would we do differently next time?
- Leaders' views.

If necessary, following the event/activity, finalise the accounts.

Appendix 3 Suggested planning process checklist for timeline activity (page 9)

- 1 Ask the girls where they might like to go and what they might like to do.
- 2 Discuss the outing with the Leadership Team (and as needed throughout the planning process).
- 3 Check the online *Guiding Manual* for further information on the activity you are planning and required ratios.
- 4 If you are planning an overnight event, do you and/or the other Leaders have the appropriate residential licence?
- 5 Check the online *Guiding Manual* to see if the activity you are taking part in requires any additional qualifications.
- 6 Decide which of the girls' ideas you could run as a unit.
- 7 Look up information on transport and venue.
- 8 Inform your Commissioner (and keep her updated as necessary).
- 9 If necessary, write a budget.
- 10 Provisionally book transport and venue.
- 11 Discuss the outing with the girls (and as needed throughout the planning process).
- 12 Do the girls need any training before the event? This may include basic map-reading skills, activities about the Highway Code and or Countryside Code.
- 13 Discuss the outing with parents (and as needed).
- 14 Obtain permission from parents (if the activity is not during normal meeting hours and at the normal meeting place) using the Information and Consent for Event/Activity form which can include a kit list, if needed.
- 15 Obtain payment, if needed. Details of this can be included on the Information and Consent for Event/Activity form.
- 16 Check the venue before the visit.
- 17 Carry out a risk assessment (and review as necessary).
- 18 Confirm transport and venue bookings.
- 19 Decide who will be the Home Contact and ask if they are happy to take on the role.
- 20 Set up a Home Contact system.
- 21 Leave a list of participants and Commissioner's details with the Home Contact.
- 22 Ensure you have the appropriate equipment needed for the event, including a first aid kit and the girls' emergency contact details from Go!
- 23 Identify first aid kit requirements.
- 24 Activity/event takes place.
- 25 Inform Home Contact and Commissioner of safe return.
- 26 Evaluate the activity:
 - Did the girls enjoy the activity?
 - How could it have been better?
 - What would we do differently next time?
 - Leaders' views.
- 27 If necessary, following the event/activity, finalise the accounts.

Appendix 4 Backpack items (page 9)

Suitable/appropriate footwear



Rain coat (and waterproof trousers)



Winter hat, scarf and gloves



Summer sun hat, glasses and sun cream



Mug



Suitable/appropriate clothing



Filled water bottle



Health form (to hand to Leader)



Packed meal



Mobile phone charger



Pocket money



Spare socks



Emergency snacks



Hair dryer



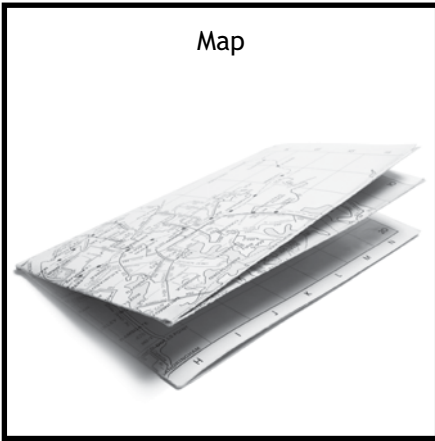
Mobile phone



Penknife



Map



Compass



First aid kit



Whistle



Hair straighteners



Suitcase



Appendix 5 Example activity/trips - scenario and incident cards (page 9)

Scenario 1 Christmas trip to the pantomime (Rainbows, Brownies)

You and the girls have decided to take your Rainbow unit to the local pantomime and then a pizza restaurant as a treat for Christmas. You have spoken to the Brownie Leader and she would like to take her Brownies as well.

You have sent out letters and Information and Consent for Event/Activity forms and 12 Rainbows and 20 Brownies have booked and paid to come on the trip. You would like everyone to meet at the theatre and be collected from the pizza restaurant. You, your Assistant Leader and a mum will be with the Rainbows, and the Brownie Leader, her two Assistant Leaders and Young Leader will be with the Brownies. There will be 39 people in total.

You have booked the theatre tickets directly with the theatre and these have been sent in the post to you with a plan of the theatre showing where your seats are. You have spoken to the pizza restaurant and arranged for a section to be reserved for the Rainbows, Brownies and adults. Everyone will bring some pocket money for ice-creams, sweets or souvenirs.

Incident cards

<p style="text-align: center;">A</p> <p>Emma, your youngest Rainbow, has fallen while walking up the stairs in the theatre and has hurt her leg quite badly.</p>	<p style="text-align: center;">B</p> <p>Gemma and Sophie, Rainbow and Brownie sisters, have failed to turn up at the correct meeting time, even though their mother called the previous night to confirm the times.</p>	<p style="text-align: center;">C</p> <p>When you arrive at the pizza restaurant it is overflowing with people due to the bad weather conditions and is no longer able to honour your booking. It will be another 30 minutes until they are able to seat you and the girls.</p>
<p style="text-align: center;">D</p> <p>Even though bad weather was forecast Priyanka, one of the Rainbows, turns up without her coat. She has been brought by a friend who leaves her without speaking to you and you do not realise until the friend has left. After the pantomime she slips on some ice on the street outside, tearing her dress and soaking herself in the process.</p>	<p style="text-align: center;">E</p> <p>When the pantomime has finished you need to cross a busy road to get to the pizza restaurant. Unfortunately the nearest pelican crossing is out of order.</p>	<p style="text-align: center;">F</p> <p>When leaving the theatre Sarah, a Brownie, manages to lose her purse.</p>

Scenario 2 Visit to the theme park (Guides)

Your Guides would like to have a day trip in the summer to a theme park.

You plan to travel by train. You, your Assistant Leader, 17-year-old Young Leader and a mum will be coming with the group. There will be 36 Guides, one of whom is a wheelchair user and whose carer is happy to come too.

The theme park has sent details of location, opening times, group concession rates and facilities and a plan. The weather forecast is good for the beginning of the day, but heavy prolonged showers are expected in the afternoon. Everyone has been told to bring a packed lunch and drink and some pocket money to spend on ice-creams, sweets or souvenirs.

Incident cards

A

Josie went into the souvenir shop to spend her pocket money, but has disappeared.

B

Reshma, your Young Leader, has lost her camera.

C

Eleanor's parents fail to arrive at the agreed time to meet the train when you return from the day out.

D

The expected downpour happens and Beth and Mandy have left their waterproofs at home.

E

Poppy has been stroking the barn owl and has come up in a rash. There is nothing on her Information and Consent for Event/Activity form to say she is allergic to birds or animals.

F

At 11pm on the night before the trip your Assistant Leader phones to say she cannot come on the trip as her mother is very ill and is in hospital.

Scenario 3 Visit to the country park and nature trail (Brownies)

You are on holiday with your Brownie unit and arrange to go out to the local Country Park for the day. Your group includes yourself, another Leader, your District Commissioner, a Young Leader and 20 Brownies.

The Country Park has three different activities available: a nature trail, a sculpture trail through the woods and a swing park. There is also a picnic area and Park Rangers' lodge near a small lake. You divide into three groups to enjoy the three activities and arrange to meet up for lunch at the picnic area.

Incident cards

A

Molly is licking a lolly when she lets out a piercing scream. She has clearly been stung by a wasp or a bee.

B

You become aware that the sandpit at the bottom of the slide is not as clean as you would have hoped - popular with the local dogs!

C

When the girls arrive their footwear varies from hiking boots to flip-flops. You had specified on the Information and Consent for Event/Activity Form that the girls must wear closed-toe shoes.

D

Three Brownies are adamant that they would rather stay and play on the swings than go around the sculpture trail.

E

Some older boys spot the Brownies in the swing park and start calling them names.

F

As you are waiting for the last group to arrive at the meeting point, a chilly breeze blows and some of the girls complain they are feeling cold.

Scenario 4 Going to the park (Rainbows)

Your meeting hall is becoming claustrophobic in the hot weather so you decide to venture out to the local park for the evening. Even though the local park is a 10-minute walk from your meeting place you decide to go and have the meeting in the park.

You tell the Rainbows the week before that you will be going to the park but they will still need to be dropped off and picked up from the meeting hall. Some parents call you during the week and ask if they can meet you at the park with their daughter as it is closer to their house than the meeting hall. You say no, as you want everyone to meet at the hall so you can check you have the correct ratios before going to the park.

You usually have 14 Rainbows attending meetings, and there are always a couple who arrive late. You have an Assistant Leader, a parent helper and a Young Leader who is 17.

Incident cards

A

You get to the park and discover that Alice has severe hay fever and the park keeper has just cut the grass that afternoon. You had not been made aware of Alice's hay fever.

B

The park has a lake, with lots of Canada geese living there. The water level is low and the islands might be waded to by some of the more adventurous girls.

C

You have decided to play a number of games and have brought the equipment you have; however, this is not enough for all the girls to take part at the same time.

D

Just as you are leaving for Rainbows, you receive a call from your Assistant Leader saying that she is unable to make Rainbows this evening. You will not have enough adults to cover the ratios away from the meeting place.

E

The toilets at the park are locked in the evenings to prevent vandalism.

F

It rains, despite the forecast and the long spell of warm weather everyone has been enjoying.

Scenario 5 Sponsored walk along canal towpath (Guides)

The local council has been promoting your local green places and has in the last two years created a canal walk. The route is 8 miles long and is generally well signposted and good underfoot. Your Guide unit has decided to walk the whole of the route in June, sponsored in aid of the local children's hospice.

The canal is crossed by several major and minor roads and has a railway alongside most of the route.

You have received 24 Information and Consent for Event/Activity forms by the deadline on the form. The girls would like a badge or certificate for taking part and have begun to collect sponsorship using a form which includes Gift Aid.

Within your unit there are varying speeds of walking and levels of fitness. One girl uses a wheelchair and wants to take part; the others are willing to help push her. You have two Assistant Leaders and a Young Leader, all of whom are capable of doing such a walk and have agreed to come along.

Incident cards

A

On a particularly remote and narrow stretch of canal, Taseem manages to hit her head on a bridge support as she was busy chatting and looking the other way. The sight of blood from the superficial wound causes Alison to feel unwell.

B

While having lunch, Mary-Jo decides to dangle her feet in the canal to cool down. She has a scratch on her lower leg and it is only as you are leaving that you notice a rat-like creature running along the water's edge.

C

You have agreed a meeting point with Leaders from another unit 5 miles along the route. The idea is for those struggling to have a lift to the end and to have refreshments brought in. You have been at the meeting point for half an hour but the cars haven't arrived.

D

Jemma's wheelchair suffers a puncture. You are only 2 miles away from the end of the walk and Jemma is keen to complete the whole distance.

E

Along the canal you come across fishermen with their rods set up across the towpath.

F

The day itself is fine but previous torrential rain has left floods, mud and puddles.

Scenario 6 Night hike (Guides, The Senior Section)

As the Division Leader of The Senior Section, you have been asked by the local Leaders to organise a night hike involving activities/scenarios around the local park for members of The Senior Section and older Guides. It is anticipated that 25 to 30 will be interested in coming.

You plan to begin the hike at the village hall at 8pm and follow a route around the local park which includes activities and scenarios on route. There will also be an area in the park for the girls to stop for a hot drink and snack and the girls will return to the hall at the end to sleep.

Although you have organised similar events before this is the first time you have invited the older Guides to join in. Leaders who have helped you on night hikes before are willing to help, as are two Guide Leaders. It is planned to happen in October half term, and the weather forecast is good - dry but cold.

Incident cards

A

Laura, one of the members of The Senior Section, is using a gas stove during one of the activities and she burns her finger.

B

It has rained heavily the night before and when two Guides, Emily and Neha, are messing around, one of them falls in a puddle and gets very wet.

C

A Young Leader fails her kit check as she has forgotten her waterproofs. Her parents have already left after dropping her off.

D

One of the groups comes across a pile of rubbish in the park which contains a sharp object. They make the Leaders aware of this when they reach the next activity stop.

E

A resident who lives close to the park complains about the noise made by one of the groups.

F

One of the girls is dropped off by a family but turns up to the village hall without a signed Information and Consent for Event/Activity form.

Appendix 6 Trainers' notes for scenarios (page 9)

Please note that these are suggestions and not necessarily the only answer to each of the incidents.

Scenario 1 Christmas trip to the pantomime

A	Make sure you have suitable first aid equipment for the occasion and speak to a member of staff at the theatre. If they have a first aid area you would need to consider who will take Emma there.
B	Try to contact the girls' parents by phone and check with the others if they have heard from them. Think about how long you are prepared to wait for them. Would it be possible for your Assistant Leader to wait outside the theatre whilst the others are seated? If you have all gone into the theatre you should ask your Home Contact to keep trying to contact them to see if they are coming.
C	Pre-plan alternative restaurant options and research the other options in the area.
D	You could have a spare set of clothes just in case an accident should occur. You should also have suitable first aid equipment for the occasion.
E	Walk to the safest crossing point and allocate Leaders to stand in the road until all have safely crossed.
F	Report the loss of the purse with a description to the theatre and inform the girl's parents when they arrive.

Scenario 2 Visit to the theme park

A	If you plan to organise the girls into smaller groups ensure you have parental permission for the girls to be walking in groups around the park without a Leader. If you do this you must arrange a meeting point, for example for lunch or if they lose their group, or at the entrance/exit to the shop. You should also set ground rules to ensure the safety of young people in crowded areas and must report the money's disappearance to an information point.
B	The girls should be told to label any items they bring with them. Report the loss of the camera to the venue with a description of it.
C	Contact the girl's parents by phone using the information on the report you have printed from Go! and or the Information and Consent for Event/Activity forms. If you are unable to contact the parents straight away you should inform your Home Contact and ask them to keep trying.
D	Take spare items of clothing and find shelter.
E	Make parents aware that all medical conditions should be declared on the form. You should take the girl to the first aid area at the venue and inform her parents on return.
F	Check adult to child ratios; do you need another adult to come? You could ask another parent to step in or ask your District Commissioner for the names of other Leaders you could contact.

Scenario 3 Country park/nature trail

A	Check the girl's Information and Consent for Event/Activity form for any allergy advice. Your first aider may wish to administer first aid as appropriate. Be wary of any swelling in the mouth or throat which could inhibit breathing and lead to an emergency situation. Calm the group and inform the parents on your return.
B	If appropriate, you may decide to clean the area yourself. You may choose to inform the Park Ranger and tell the girls to not use the slide/swing park and find an alternative activity.
C	As you have specified on the Information and Consent for Event/Activity Form that the Brownies attending should wear closed-toe shoes you should contact the girls' parents to explain that the girls have not arrived in appropriate footwear and so are unable to take part in the planned activity. Ask parents to collect or their daughter or bring along alternative footwear.
D	You could ensure that you leave time at the end for the Brownies to play on the slides.
E	You may decide you will speak to the boys and ask them to stop calling names or move on, or you could inform one of the Park Rangers.
F	Each girl should carry spare clothing as appropriate for the time of year, if necessary, and if there is space, you could play a lively game to keep everyone warm.

Scenario 4 Going to the park

A	Bring appropriate first aid items to the park with you and if necessary call the girl's parents and ask them to bring her medication to the park or to collect her and take her home. You may also want to remind all parents that allergies should be made known to the Leader.
B	Include the lake in your risk assessment and tell the girls they are not to go into it.
C	You could divide the girls into two groups and run another activity alongside which does not require equipment.
D	Decide that you will spend the meeting in the hall as you don't have the appropriate ratios and adapt the games as necessary.
E	Ensure the girls use the toilet before you all leave for the park.
F	If it is raining before you leave you could spend the meeting in the hall instead. If it starts raining heavily while you are out you could head back to the hall rather than stay outside.

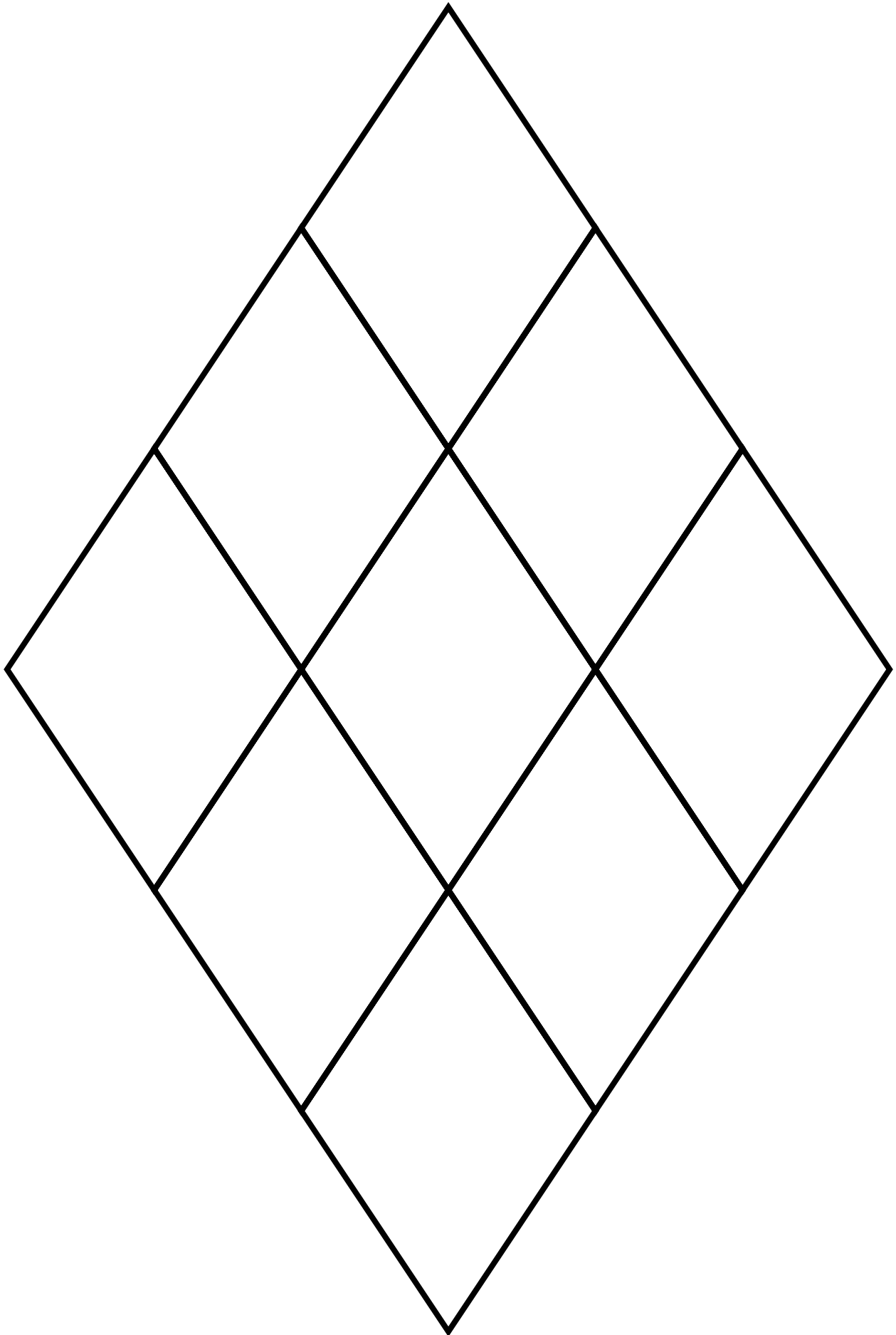
Scenario 5 Sponsored walk along the canal towpath

A	The first aider should assess Taseem and decide if outside help is needed or if she can carry on. Someone else should look after Alison and ask if she wants to continue on the walk. If outside help is necessary decide who will go for help and who will stay. Also, decide how you will deal with the rest of the group. Inform your Home Contact of the incident.
B	Rats could suggest a risk of Weil's Disease so you should inform the girl's parents on your return. Be careful not to make them panic.
C	Try to contact the Leaders by phone to find out where they are or maintain frequent contact with support people along the route. It may also be sensible to carry some additional food and drinks.
D	Talk to the girl and her parents before the event for tips on basic repairs, and carry a repair kit with you.
E	Speak to the fishermen and politely ask when would be good moment to pass - then ensure you walk past as a whole group and that there aren't any stragglers.
F	If the route has been badly affected by the weather it may be appropriate to cancel the event or to consider asking the girls to wear wellies. There may be sections of the walk you can re-route to avoid the floods. It may be best to walk the route beforehand, if there is time, to see how it has been affected.

Scenario 6 Night hike

A	Ensure the group members know how to use the gas stoves properly. The first aider should treat the burn.
B	Advise that it may be sensible for the Guides and members of The Senior Section to bring spare clothing with them to the hall. If they have done this, suggest that the girls return to the hall to get changed and then re-join their group.
C	This may not be a problem if rain has not been forecast. You could ask if someone has a spare waterproof with them your Young Leader could borrow.
D	Ensure that the area is safe for the girls to walk around - this may involve a Leader standing by the rubbish to ensure the girls don't touch it. As soon as possible inform the local council.
E	Apologise to the resident and explain to the girls that they should limit their noise and should care for the environment when out on the walk. You could run some activities on the Countryside Code with the group at a meeting before the hike.
F	Using the emergency contact details report from Go!, call the girl's emergency contact and explain that she is unable to stay for the activity without permission. You will then need to discuss with her parents what will happen.

Appendix 7 Negotiate (page 11)





Handout 1: Considerations when you are out and about

These notes are for general guidance. Other experienced Leaders, your local Commissioner and Advisers will also be available to help, offer advice and answer any questions you may have.

What are you doing and where are you going?

Ask your unit what they would like to do or if they want to take part in an event that you have been invited to or are interested in attending, for example a local carnival, country fair or guiding event. You will need to ensure the activity or event is suitable for those taking part.

Forms

If your activity is taking place during normal meeting times and beginning and finishing at the usual meeting place you do not need to complete Information and Consent for Event/Activity form, unless the girls are taking part in an adventurous activity which is listed in the *A to Z of Activities* (www.girlguiding.org.uk/guidingmanual > Activities). You should always inform your Commissioner of your plans if you are going to be away from your normal meeting place during the usual times or are taking your girls to an event or trip.

Information and Consent for Event/Activity form

This form is used to obtain parental consent when your girls are either taking part in an adventurous activity or an event which is not beginning and finishing at the normal meeting time. You can also include a kit list, details of transport and any additional information on this form.

Health Information form

This form should only be used for a residential event.

Residential Event Notification form

This form must be used to obtain authorisation from your local Commissioner for all residential events.

All of these forms can be downloaded from www.girlguiding.org.uk > Members' area > Resource library > Forms.

Risk assessments

Have you completed a risk assessment? Information about risk assessments can be found in *Going Away With Guiding* (order code: 6045) or online (www.girlguiding.org.uk > Members' area > Resource library > Forms).

Ratios away from the meeting place

Section	Adult: child ratios
Rainbows	1:5 (minimum of 2 adults)
Brownies	1:8
Guides	1:12

For further information please see www.girlguiding.org.uk/guidingmanual > Policies > Safety and safeguarding > Adult to child ratios.

Home Contact

A Home Contact is a person who will act as the first point of contact if plans change, or an accident or emergency occurs during an activity that takes place outside the normal meeting place and time. They should be able to be contacted at any time during the event/activity and should be a responsible adult who is not related to any member of the party. You will need to provide your Home Contact with complete details of your event/activity, for example the planned walking route and or your itinerary. You must also include the names of all participants with emergency contact telephone numbers and details of the home Commissioner. For further information please see www.girlguiding.org.uk/guidingmanual > Activities > Additional information > Home Contact.

Transport

Think about the best way for you to get to and from your event/activity. This may be parents dropping off and picking up the girls, you may need to arrange a coach or minibus or it may be best to use public transport. The cost of these options should be taken into account. If you are using public transport ensure you allow enough time for late arrivals or, if you are asking parents to drop and pick up the girls, ensure there is enough parking space.

Training for girls

Think about any training needs for the girls. They may not need specific training but it may be good to run some activities with them on the Highway Code, Countryside Code and/or the Water Safety Code to make them aware of these and how they should behave whilst you are out and about. If you are going out in the countryside you could also organise some activities about plants, animals and the environment, or you may have an activity they will need to complete while they are out. It may also be useful for them to learn basic map-reading skills and so you may want to plan some unit meeting time for this before your event/activity.

Training and qualifications for volunteers

You may not need any specific qualifications for your event/activity, but if you are unsure always check the online *Guiding Manual* (www.girlguiding.org.uk/guidingmanual). Again it may be useful to cover some basic skills such as map-reading with the adults who will be accompanying the group. Additionally, if it is a residential event you will need to ensure that you have the correct residential licence.

Weather

Before you go obtain an up-to-date weather forecast as you may need to adjust your plans accordingly. A general forecast can be obtained from newspapers, radio, television and the internet. For a more local forecast try a dedicated weather phone line or a National Park Office.

Clothing and equipment

Ensure that the kit list you provide is suitable for the type of activity and time of year. Think about what is needed well before the event and distribute the kit list to all those attending; this could be included on the Information and Consent for Event/Activity form. You may also wish to plan activities in the unit programme before the event so that the participants know what to wear and take and why!

The following is a suggested list of items which should be amended according to the type of event planned and time of year.

- Appropriate footwear (for example wellington boots, trainers or walking boots).
- Clothing - jeans may not be suitable as they hold water and are very cold when wet. Tracksuit bottoms or leggings are better but need to be warm enough in the cold months. Layers are better as they give warmth but can also be removed if the weather improves or the girls get hot.
- Wet weather clothing - decide whether just a waterproof is necessary or are waterproof trousers also needed? You may also need to check the quality of waterproofs as this can vary.
- Hat, scarf and gloves in the winter or sun hat and glasses in the summer.
- Filled water bottle.
- Pocket money.
- Packed lunch, snacks and/or emergency supplies.
- Personal first aid items such as sun cream, insect repellent.

- Health Information form (if required).
- Paper/pen/pencil.
- Watch.
- Camera.
- Mobile phone - decide whether you will allow the girls to bring these.
- Group items - map, route cards, timetable.
- Ask the girls to ensure their day sack has comfortable straps and can be carried on the back and fits.

Extra items for Leaders

- First aid kit and emergency equipment if appropriate. You will need additional first aid kits if the group will be split into smaller groups.
- Map, guidebook, transport timetables.
- Spare clothing.
- Money, tickets, mobile phone.
- Health Information forms (if required).
- Home Contact/emergency contact details. You can run a report from Go! which will provide you with the emergency contact details for the participants. (www.girlguiding.org.uk > Members' area > Go! > Reports management > unit user > unit > contact list and emergency details > submit).

First aid kit contents

What you will need to include will vary depending on the type of activity, the size of the group and their age. For further information please look at *Health Matters* (order code: 6454) and *Going Away With Guiding* (order code: 6045).

- Plasters (variety of sizes and types).
- Sterile dressings.
- Bandages (crepe and triangular), safety pins.
- Plastic disposable gloves (when dealing with cuts, nosebleeds etc).
- Scissors.
- Tweezers.
- Gauze (some cut up, to clean grazes with for example).
- Notebook and pencil (for recording treatment).
- Small bottle of water.
- Medicated wipes for first aider to clean hands.
- Safety pins.
- Tissues.

Working with others

Check the details of your plans with your team, and discuss contingency plans in case of an emergency. If you intend to split a large party into smaller groups with an adult responsible for each group, do not include yourself if possible. This leaves you free to collect tickets independently, or make enquiries during the event. Use Young Leaders sensibly and make sure your team members are aware of any relevant medical conditions in your group.

Urban areas

Make sure your group is organised with consideration for other pedestrians and take precautions against the dangers of traffic or waiting on a railway station platform. It may be best to organise the girls into smaller groups, each with an adult in charge. You can then walk in small groups and in single file if necessary.

Rural areas

You are able to take groups walking in countryside classified as Easy (www.girlguiding.org.uk/guidingmanual > Activities > Additional information > Countryside classification) without a qualification. Countryside classified as Easy includes urban areas, spare ground, recreational areas and parks, local woods, lanes, nature trails, tracks and paths in your own locality where there is no danger of getting lost.

Decide on the route you will walk beforehand and perhaps visit the area or walk the route before taking the girls. Ensure that the distance is suitable for the age of the girls taking part and they will be able to cover the distance in the time you have allowed (allow around 30 minutes per km), also consider break and lunch stops

within this time. Note whether there are public toilets available, is there a shelter and, if you are crossing or walking alongside roads, how busy are they?

Remember that a large group will walk at a variety of speeds, so it is best to split the girls into smaller groups, each with an adult who has been informed of the route. Try to keep the party together and you should walk at the pace of the slowest member of the group. As you go check for signs of fatigue, blisters and so on, and ensure all the group members have adequate rest time. You may want to point out sights and encourage the group to be involved with route finding and looking after each other.

If you are taking your group walking in countryside which is not classified as Easy check the online *Guiding Manual* (www.girlguiding.org.uk/guidingmanual) for details of qualifications needed for different classifications of countryside. If you don't have the appropriate qualification but are interested in completing it speak to your Commissioner or find out if there is a Leader in your area who does have the appropriate qualification who could join you.

Increased awareness when walking near water (including sea)

Be aware of potential hazards when walking near the sea, riverbanks, canals and locks, quarries and gravel pits, dykes, weirs, inland bogs and local ponds and paddling pools. Make sure that either you or one of your assistants know how to:

- reach a person at least 2 metres away using articles of clothing or a pole or other rigid aid available
- throw a buoyancy aid accurately to a person up to 10 metres away
- extend your reach using an assistant
- use lifebelts, ring buoys, throwing lines.

This may be an area where you will need practical experience - ask your County Water Safety Adviser or Outdoor Activity Adviser for details of trainings available.

In the case of an emergency

Occasionally an event may occur which may be described as a crisis or emergency. If this does happen try to keep calm and not panic, particularly if you are some distance away from assistance. You should use your common sense to assess the situation and alert the emergency services, you must also inform your Home Contact and keep them up to date with the situation.

You should move the rest of the group to safety with adequate adult supervision and reassure them. You will need to listen as impartially as possible to all parties involved in the incident and do not be drawn into making instant comments or admitting liability, particularly if the media become involved.

You must record all incidents and after the event you should report any accident involving hospital treatment to your District/Division Commissioner. If the accident or illness is serious, a Notification of Accident form needs to be completed and sent to Girlguiding Headquarters. You can ask your Commissioner for guidance on this.



Handout 2: Useful resources and information

Girlguiding

The online Guiding Manual - www.girlguiding.org.uk/guidingmanual

Health Matters (order code: 6454)

Going Away With Guiding (order code: 6045)

Going Away With Scheme (order code: 6479)

guiding magazine

Your Division, County, or Country/Region Outdoor Activity or Walking Advisers

Brownie Out and About badge - www.girlguiding.org.uk > Brownies > Badges

Guide Survival badge - www.girlguiding.org.uk > Guides > Badges and GFIs > Badges

Guide Finding Your Way badge - www.girlguiding.org.uk > Guides > Badges and GFIs > Badges.

Other organisations

- Natural England - www.naturalengland.org.uk
- The Countryside Code - www.naturalengland.org.uk > Our Work > Enjoying the natural environment > The Countryside Code
- Scottish Outdoor Access Code - www.outdooraccess-scotland.com
- Outdoor Recreation Northern Ireland - www.outdoorrecreationni.com
- Royal Lifesaving Society (RLSS) - www.lifesavers.org.uk
- Royal Society for the Prevention of Accidents (RoSPA) - www.rosipa.com
- Department for Transport: the Green Cross Code - www.dft.gov.uk/think/education/early-years-and-primary
- DirectGov: Travel and Transport - www.direct.gov.uk/en/TravelAndTransport/index.htm
- Canal and River Trust - www.canalrivertrust.org.uk
- Scottish Canals - www.scottishcanals.co.uk
- Waterways Ireland - www.waterwaysireland.org
- Environment Agency - www.gov.uk/government/organisations/environment-agency
- Mountain Training Association - www.mountain-training.org
- *New Hill Walkers* leaflet - www.thebmc.co.uk/new-hill-walkers-booklet
- National Trust - www.nationaltrust.org.uk
- National Trust for Scotland - www.nts.org.uk
- Natural Resources Wales - www.naturalresourceswales.gov.uk
- Northern Ireland Environment Agency - www.ehsni.gov.uk
- English Heritage - www.english-heritage.org.uk
- Scottish Natural Heritage - www.snh.gov.uk
- National Parks - www.nationalparks.gov.uk

- Ordnance Survey - www.ordnancesurvey.co.uk
- Ramblers Association - www.ramblers.org.uk
- Woodland Trust: Nature Detectives - www.naturedetectives.org.uk
- Project Wild Thing - www.projectwildthing.com
- Other sources of information on where to visit or walk:
 - Local Tourist Information Offices
 - Country or National Parks
 - Booking office at chosen venue.

Participant feedback form

Name of the Trainer _____

Date _____

Location _____

Title of session _____

Please take a few moments to consider the questions and give your views, to help us improve. Thank you.

Question	Please circle the most applicable answer.			
Did you enjoy the session?	No - not at all	Some of it	Yes - most of it	Yes - all of it
Were the aims and objective of the session met?	No - not at all	Partially	Mostly	Yes - fully
To what extent was the content of the training relevant to your role in guiding?	Not relevant	Partly relevant	Relevant	Very relevant
Do you feel you will be able to apply what you have learned today in your guiding role?	None of it applies to my guiding role	I will be able to apply some of it	I will be able to apply most of it	I will be able to apply all of it
When do you expect to use what you have learned today?	Never	Need more time to think about how and when	Probably in the next few months	As soon as possible
Could the Trainer have done anything further to help your learning today?	Yes Please state how:		No	